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LETTERS TO A YOUNG KINDERGARTNER.

No. I.

WASHINGTON, Oct. 10, 1876.

MY DEAR MARY:

I cannot express to you the pleasure which your last letter has given me, and gladly will I accede to your request to correspond with you on the subject of Kindergarten, and give you the advice which you think my long study of the philosophy and my experience will make so valuable to you. I know of no one who is better adapted, by nature, than you to be a cultivator, a gardener, in God's own garden of humanity in childhood. I have watched you in your own family when only eleven years old, how motherly you were towards your own brothers and sisters, how patiently you made allowance for their physical inability; and with your gay sallies and encouraging words roused them to efforts for overcoming little obstacles and difficulties. Then, at school, I well remember how much judgment you evinced in turning the scholars' activities and animal spirits when disposed to exercise in the many directions, into a channel at once novel and delightful; thus not only preventing harm and mischief, and bringing forth positively good and beneficial results from a play or plan you devised apparently simply for their amusement. I have not forgotten the cunning little letters of the Fruit and Flower Society. We children in your school were beginning a mischievous practice of writing letters to each other during school hours and at home, and slyly dispatching them. At recess time you had a plan to propose to them. It was that each boy take the name of a fruit, the girls were to be flowers. A letter box was to be manufactured and kept locked all the week for every one to put in letters until Friday at recess, it was to be opened and the letters distributed. Your kind teacher entered into the arrangement and took the name of "Bee," while your mother was a bouquet, your father the humming bird; and many sweet little funny letters did the children receive from frolicsome bee and humming bird, while those of Bouquet were more tender and sympathetic than amusing.

It was the very best thing your parents could have done, to send you to Germany, there to receive your training as a kindergarten teacher, for a journey across the Atlantic is a wonderful education, and you needed more contact with the world than you could have enjoyed by taking your normal course at home in America.

It is true that the fact of your parents having travelled so much and having seen so much of society and of the world, it could not help being an important element in your education, especially as they had withdrawn the past ten years almost entirely from society in order to devote their time and attention chiefly to the education and happiness of their children, of whom they made constant and loving companions in nearly every action of

their lives. But a person who does not travel cannot realize as one who does, one of the fundamental principles of Froebel's kindergarten philosophy, which is to teach children to consider themselves a part of a grand whole, instead of thinking too much of themselves, and magnifying every little event or trouble that happens to them. I suppose you made many pleasant friendships in lovely Berlin; although, as you say, you gave your undivided attention to the acquirement of your profession.

When I first visited Germany I found that, to judge by the spirit of the press, and as a consequence the people (or *vice versa*), they are very much inclined toward rationalism and radicalism, and disposed to speak lightly or even in derision of any faith not compassed by our five senses, or explainable to human reason; yet their interior faith in things unseen finds continual expression in all their workmanship. I hope your associations while there, were with some of those simplistic, lovable people whose faith in Divine Providence is as much a verity as that of a little child; and it is the faith a true kindergarten should have to enable her to be a child with the children, and yet clothed with the dignity which comes from the ennobling thought that we are indeed of enough consequence to receive Divine guidance and assistance, and from the consciousness that a glorious hereafter is before us.

No positive religious doctrines are taught in the kindergartens, but the spirit of love must rule supremely there. Not the weak, indulgent love which makes children tyrannical and selfish; but a firm, gentle control must pervade the kindergarten, which cannot help ensuring from the children a loving yet respectful demeanor. There the child is to observe, away from his own beloved home, the beauty of goodness, and experience the delight of self forgetfulness; first, as seen in their dear teacher, and following naturally also in the kind and unselfish actions of their playmates. Once more, let me express my great satisfaction to know you have entered this field of usefulness, for which you are by nature and education so admirably fitted. I can see very plainly that not all who are training for this as a profession will succeed; for not only do they need a motherly fondness for children and the intellectual, manual training requisite for this work, but they must possess a mind which is not satisfied to do the best she can with what she has acquired, but, on the contrary, one who feels the more she knows the more there is to learn with a view of imparting knowledge, and thus feed the flame of wonder and admiration which a study of God's creation is sure to kindle in the mind of the dullest of scholars.

But enough for to-day. Write to me as often as you can get time to do so; open freely any of your perplexities to me; report to me some of the wonderful questions the little ones will puzzle you with; and tell me some of their cute—I might almost say inspired—answers they give to your own questions.

Believe me ever

Your sincere well-wisher,

LOUISE POLLOCK.

HOW TO DRILL.

In this age of progressive thought, every true teacher should realize the importance of any aim or end secured, depends very much on the manner in which anything is done, to a full and clear comprehension of the subject in hand. Hence, "how" has a great deal to do with it. While many teachers, by involuntary absorption, have partially grasped the idea that drills are essential to full and thorough development of mind, yet many stop with the fact, and fail to investigate the principles involved, fail to investigate into the way or manner, the "how" of conducting drills to secure the most permanent results in their work. A thorough drill does not simply consist of mere repetition of dry, isolated elements of knowledge. The immature mind of the child will soon weary of this and more is demanded of the teacher than this to ensure success. In every drill in class work, what the child already knows, should be so connected what he does not know in a clear systematic logical manner, that his mind will be enabled to grasp the additional knowledge that he can apply it clearly in the further pursuit of his studies.

Unless something of this spirit is infused in every drill much of the force and efficacy of it will be wholly lost upon the class, and hence will be time mispent by the teacher. I have heard those who call themselves teachers, when alluding to work of this kind. Call them forced drills. To my mind a drill that is forced upon the mind of a pupil or class defeats the very object it is intended to secure, and as a consequence the class will be hindered instead of advanced. In every drill the teacher should show clearly by his manner and spirit that he is deeply in earnest—in love with the subject in hand, and to possess this spirit is the first requisite to infuse a true spirit of enthusiasm and love of work into his class, who hang upon his words for guidance. A teacher should be a guide, a leader. The spirit that this is "so and so" simply because I, your teacher, says so, should never be allowed to manifest itself. Teacher as well as pupils, should show by his manners that he as well as they are only learners, sitting at the great fountain of Truth, ever ready to receive and apply new drops as they fall upon them, and thus be taken in and applied to grow and strengthen the ever expanding mind.

LIMITS OF ORAL INSTRUCTION.

Without doubt, the practice of teaching many things orally, instead of sending the scholar to the book to examine on his own account, would prove, to the average scholar more palatable, relieve him of considerable mental toil, and, perhaps it will be suggested, accomplish the same results. But because it is easier for him, is it, after all, a kindness to do that for the pupil which with reasonable effort, he can do for himself? Are we sure that such assistance is not misdirected.

The manifest tendency of the times is to "short cuts" and "easy methods," and that is apt to be regarded as the best system, which, with labor saving devices and schemes for rapid transit, enable the pupil to cover the most ground in the shortest time. Taking text books from the hands of the pupil because it is easier for him to receive their contents "trippingly from the tongue," and placing the responsibility for his promotion upon the teacher, is an abuse of oral instruction.

In the first place we question the expediency of reducing to a minimum the work of getting an education. This tendency manifested to spare the student, as far as possible, the "distressing discipline of thought and research," is excessive. There are few old fogies left, who will inquire if this tendency to simplify every study, so as to avoid grappling with difficulties, be not to defeat the true end of study; if mental pabulum that has been diluted to the thinnest possible consistency, and, in addition, has been masticated by the teacher before being presented to the scholar, is likely to promote the most vigorous and healthy intellectual growth. The student life is a preparation for another and an active life, and in that other life the eternal condition of existence is incessant labor. Assuredly that is not the best preparation which involves the least expenditure of force, which puts the smallest strain upon powers that must be constantly exercised, and which would carefully remove every difficulty from the student's path, instead of allowing him to overcome it, when, in the struggle of life, difficulties will meet him at every turn, and upon his power to overcome them his success will largely depend. Not the number of things that have been taught him by showy and seductive methods, not the amount of knowledge that has been so alluringly set before him, and he has been induced to receive, but the conquests he has made unaided over hard and intricate problems, and the victory he has achieved over self, in acquiring the power of enforced application, are of highest value.

Secondly, I think it is not to be overlooked, that during the oral lesson the mental activity of the pupil is evoked, led, and controlled by the teacher; it is responsive, rather than self-active; the condition of the mind is essentially receptive—a condition, let me say in passing, indispensable for the purposes of recitation, and which every teacher should aim at awakening; but it should be turned to account in making it a motive for the student to search for himself, and satisfy the interest awakened. If, on the contrary, the instruction be strictly oral, the information is given, the interest is satisfied, the state of mind has been principally one of attention, or at best it has been held in operation and all its processes have been suggested from without, and when the manipulating hand is withdrawn, the puppet ceases to act. The degree in which this is true will depend, of course, upon the extent to which text books are dispensed with and original

investigation omitted. True intellectual life, that which needs cultivation, has its energizing force within, results from thorough discipline, can be produced only by severe application. Sprightliness and vivacity, however desirable they may be, are in no sense substitutes for this discipline, and 'tis a sad mistake to cultivate them as its expense.

A third abuse connected with this subject is to endeavor, by means of it, to acquire intellectual culture without fulfilling its condition. We live in a fast age. The impulse is to plunge at once into the business life. Years spent in drilling and exercising the intellectual forces are looked upon as in some sense thrown away; and we cast about for way of entering the professions without wasting time in the work of preparation. There is a popular demand for abridged courses, for special work that shall avoid the slow and toilsome progress up the rugged steep of science. No doubt 'tis quite a saving of time and mental agonizing, for the instructor to bring the golden grain of knowledge gleaned by his careful hand from wide and uninviting fields, and lay it before this student of encyclopedias, who then has merely to select what, according to his eminently practical view of the case, will be of service, jot it down in his note book, and pocket it for future use. This gives him the condensed wisdom of the world with no useless sacrifice of time and thought.—J. H. WORTHEN

For the Journal.]

OCTOBER.

By MARIE S. LADD.

The leaves are dun, and the morning sun
Has a cynical smile; for Summer's glory
Has faded away, but the earth repeats,
In a tender lay, its olden story—
Of granges groaning with garnered grain,
And fruits all luscious in rosy bloom,
Of withered flowers on the wasted plain,
Of rime preessing a wintry gloom.
Though much we have lost from pitiless frost,
And winds grown chilly from changing
weather,
Yet the log that is lit has a radiant gleam,
As we cheerily sit at the hearth together.
Then let us turn from the fading grass,
From the trees too soon grown old and sober
To our friends' warm grasp, nor sigh alas!
But accept the good of this gray October.

TEACHING.

Two objects are to be kept in view.

1. To lodge knowledge in the mind.
2. To develop the mental powers.

Although distinct things they are not to be sought separately. While there is difference between giving instruction and educating, and while there may be a good deal of the former done and very little of the latter accomplished, yet it is by communicating knowledge that the powers of the mind are to be drawn out. We can hardly conceive of any exercise being given to develop or train a mental faculties that is not of a nature to increase knowledge, and the useful should always be preferred, especially as it will generally serve the purpose if a mind develops better than when it is valueless. Consequently the two things to be considered are, the kind of knowledge that will be most useful, and the best way to impart this knowledge so as to develop and train the mind. In order to ascertain the first, it will be necessary to know the power and bent of the pupils' mind, the occupation he is likely to follow, and the sphere of society he is likely to move in.

But the teacher in the common school is for the most part relieved from all difficulty in choosing here by the fact that what he is supposed to communicate is preparatory and fundamental, essential under all circumstances. The books and course of instruction being also prescribed, the main thing to be considered is the mode or manner of imparting instruction.

In the rural schools especially, each teacher has a great variety and extent of knowledge, and there is usually a considerable variety in every school in aptness, taste and habit, all of which should be carefully considered that there may be adaption in the kind of knowledge and in the method of giving it to each pupil. When a teacher enters the school room for the first time, or when all the pupils are strangers to him, it is no easy task, nor can it be performed in a few days, but after lengthened observation to gauge the knowledge and intellectuality of each child, and ascertain their natural disposition, bent of mind, habit, and of thought. Yet all this knowledge is highly important and essential to the promotion of a relationship with each pupil that will give him the full teaching power. This at once points to the desirableness of the relationship once formed, bring long continued, and the loss of time that frequent changes from one school to another must entail.

PRIZES IN SCHOOLS.

The benefits supposed to result from the practice of offering prizes for superior scholastic attainments, are more than offset by its pernicious effects. The practice is generally pernicious in its effects on the successful pupil. The prize is often won, not only at the expense of subsequently weakened faculties, but also, mayhap, by the forfeiture of those physical abilities which are the basis of all mental activity, and without which intellectual acquisitions are of little avail.

In the second place, the practice fails to secure the desired end in the case of many of the unsuccessful contestants. The greater number of those competing, long before the struggle is ended, become aware of their own inability to secure the prize, and lose all interest in the contest. For this reason, they often fail to do the work, which they would easily perform, if left to themselves. Schools, engaged in such competition, are not unfrequently divided into two classes—an unfortunate majority, discouraged and spiritless; and a very unfortunate few, struggling for that which can never repay them for the loss sustained.

Again, the prize system is unjust. The possession of mental faculties of a higher or lower order does not render the possessor worthy of praise or condemnation. The only fitting reward for mental greatness is its own improvement.

Finally, if there are any qualities, which render one pupil worthy of reward in preference to another, they will be found in the spirit with which he undertakes his work, in what he seeks to accomplish, not in what he actually accomplishes; and of these things the teacher should not assume the responsibility of judging.

INDIANA.

I have been a reader of the JOURNAL for nearly six months, and have found it most profitable as well as interesting, especially the pictures of New York schools. Thinking some readers would like to know something of our method of examination, I will give questions for one month.

ARITHMETIC—1. Give your method of teaching subtraction to beginners. Define subtraction, minuend and remainder.

2. Define corporation, stock, share, dividend and premium, as used in stock operations.

3. Find the G. C. D. of 160 and 798. give reasons for each step.

4. How many yards of carpet 3 feet 6 inches wide, will it take to cover a floor 20 feet by 18 feet.

5. From the wreck of a vessel were taken goods to the value of \$68,750, which was 7-30th of the value of the whole cargo. What was the value of the cargo?

6. What is the difference between the true and bank discount on \$88.49, for 90 days, at 7 per cent per annum.

7. When the interest, rate, and time are given how do you find the principal? Illustrate.

8. Why must the terms forming a ratio be of the same kind? Illustrate.

9. A circle is 6 feet in diameter, what is the diameter of a circle containing one-half the area?

10. If two feet is the first power, what are the 3d, 3d, and 4th powers? Draw figures representing each.

GEOGRAPHY—1. What is the commercial metropolis of Indiana? of Ohio? of Illinois? of Missouri? of California?

2. What is the names given to the chief rulers of Russia? of Turkey? of Egypt? of Germany?

3. Reckoning from Washington, we find what place presents neither latitude nor longitude.

4. In what zone has man attained the greatest intellectual development? give reasons.

5. Locate the rainless districts of the Western Continent.

6. Where do we find the hog, the zebra, the camel, the grizzly bear, and the rhinoceros.

7. From what countries do we obtain cinnamon, peruvian bark, pepper, coffee, and cloves.

8. Name the five largest rivers that flow into the Ohio.

9. The shore of what countries are washed by the North Sea.

10. What countries of Asia lie on the coast between Behring Strait and the Bay of Bengal?

GRAMMAR—1. Name the classes of phrases and illustrate each.

2. What are modifiers? Name the different classes, and give examples of each.

3. Analyze and parse the following: *What the boy admires, the youth endeavors, and the man acquires.*

4. Name and define the classes of pronouns.

5. State the different uses which, the noun may have in the sentence, and illustrate each.

6. Name and define the the elements of a sentence.

7. What different uses does the word *sweet* serve in the two expressions, "Sweet apples," "The apple is sweet."

8. Conjugate some verb through the past perfect tense of the passive verb. Then change the forms making them interrogative and active.

9. Correct the following, giving reasons: The town is situated on rather a narrow strip of land. The care has no resemblance with the other. We didn't find nobody at home.

10. Tell when a noun is in the nominative case. Give all of the cases, and write an illustration of each.

HISTORY—1. Who were the Northmen? When is it supposed that they discovered America?

2. What five points were the chief objects of attack by the English, in the French and Indian war? For what reasons were they chosen?

3. Give an account of the siege of Yorktown, and the surrender of Cornwallis.

4. When was the Southern Confederacy founded, and where?

5. For what was the year 1871 remarkable?

PHYSIOLOGY—1. How do bones grow? 2. What are the chief sources of ill health? 3. Describe the spinal cord? 4. Why are veins pulseless? 5. What is the effect of marsh miasms?

We also examine on orthography, reading, writing and neatness of manuscript.—ADA WRIGHT, Ashbys Mills, Ind.

OPENING EXERCISES.

Enter the school-room with a sunny countenance. Let your first words be uttered in pleasant tones. There may be little noises

in the room,—the slamming of a book on the desk, or the dragging of a boot over the floor. Wait silently until all have become quiet, then proceed quietly.

If you have charge of a school which is graded, listen to the roll-call by grades, writing at the same time the numbers of all absentees, on the board. Leave the numbers undisturbed until the close of the session; from these make up the record accordingly. Everything should be conformed to a previously prepared programme. Next sing one or two stanzas after the page has been announced by the chorister. Just here let me write my testimony in favor of singing in public schools; indeed no school ought to prosper unless singing is enforced in all its grades. It is not very difficult to enlist every child in this exercise. Then ask all to repeat with you, or alternatively, some previously assigned scripture lesson, say the Beatitudes, "Blessed are the poor in spirit, etc." These few verses should be learned by all, so that no book shall be needed.

It may be that some unfortunate little boy or girl belonging to the school has been maltreated by his superiors. If such a case comes within your notice, stop short when you have repeated, "Blessed are the merciful, for they shall obtain mercy." Now is the moment of all others for the application, and it may be the grinding in of a valuable lesson, a great humanitarian doctrine which touches bottom in all ranks and conditions of society. Say a few words and to the point. Tell the boys how infinitely contemptible it is to abuse an inferior, be it man or beast. Then sing one stanza bearing upon the thought in the morning lesson. Perhaps the fifteen minutes assigned for this work have by this time been consumed; if so, close at once.

It would be well to vote the Bible out of our schools altogether if no point is to be gained by the reading of it. In many schools, the few minutes set apart for devotional exercises are periods of supreme delight to the mischief makers, and even those pupils who participate in it do so in a careless, listless way. So dull is it indeed in many cases, that both pupils and teachers regard the schoolmaster's DEVOTION MILL as a humdrum machine, with the water always low in the sluice. A change would come over the spirit of such a school if some definite words were assigned, say the ten commandments, then ask the entire school to learn them. Perhaps ten children may prepare the exercise before the next session. Never mind; call upon them at each succeeding session; soon all, or at least a majority, will have learned it. Do not, however, continue the same lesson until it becomes monotonous, for this is just the criticism made upon the average scripture reading. Introduce a new exercise as often as may be desired. I have in mind a special lesson which was used with good effect in my own school. It was necessary to impress the children with some regard for superiors, and especially did it seem desirable to inspire a due regard for the aged. Having this in view, the following and similar verses were collated from various parts of the scriptures; "Thou shalt rise up before the hoary head and honor the face of the old man." "Honor thy father and thy mother, etc." The whole lesson consisted of seven or eight verses, and after being learned by the entire school, was repeated with a heartiness which never results from the reading of a Hebrew genealogy in I. Chron. Then we sang, "Don't forget the old folks." The good impression made by this lesson will not soon be forgotten, even by the writer. A few words of prayer at an opportune moment may be well, even the reading of the LORD's prayer is sometimes effective, yet the railroad speed at which it is delivered by many teachers, and even preachers, renders the performance exceedingly dubious, to say the least.

"Words without thoughts never to Heaven go." A real prayer is a human thought

melted into the sentiment of the heart, and doubtless the most effective petitions were never translated into words. The twenty-third Psalm makes a very good lesson when learned, as does also the first. Many other similar lessons will be suggested to the thoughtful teacher, and if carried out judiciously, they will add a charm to the opening exercise which is exceedingly desirable in many of our country and graded schools.—S. W. PAISLEY, in *Ill. Schoolmaster*.

ENDS OF A COURSE OF STUDY.

1. To train and develop the senses, so that their action shall be exact, rapid, and forceful; for as they are the instruments by which all things objective act upon the mind, they must become trained experts in order to do their proper service.

2. As this training of the senses is not for their own sake alone or chiefly, but for the sake of the understanding to which they minister, the mode of training should be such as to quicken the perception, in regard to the things observed to stimulate the imagination, to induce comparison, to enlist the memory, and awaken the understanding. It need hardly be said that the attitude of the training toward the pupil should be such that, with the largest helpfulness in unexplored fields, it should also inspire in him the utmost self-reliance. His knowledge should be continually tested, lest that which appears real and permanent in knowledge may prove only transient and illusory.

3. From the very first the child should be encouraged and required, in some form, to give expression to the knowledge he has gained and to his thoughts concerning it. This may be by spoken (and afterwards by written) language, by drawing from nature, and by the arts of music and elocution.

4. Every intellectual exercise, of whatever kind, should seek the utmost accuracy. Even in exercises upon the slate or paper, or the blackboard, heedless indifference or slovenly habit will certainly become the fruitful source of a blundering and ineffective method in after life, or at least of much chagrin and unnecessary toil.

5. Besides those exercises that are in common for the entire class, every judicious teacher will study the individual characteristics of each pupil, and adapt his instruction to meet idiosyncrasies, reform vicious mental habits (often the results of the surroundings of the home or street,) and provide for special cases, in which former training has been unskillful or incomplete.

6. Class exercises should be brief, and never continued when there is evidence, on the part of any considerable numbers, of weariness or inattention. Of course in this it is not intended that in classes you say, the child will eat a hearty dinner, and make up for the breakfast. Possibly; but be assured if it does it will overload the stomach, causing derangement and inflammation. But it is more than likely that the child will have passed the time when dinner would relish, and again very little food is required. The consequence is, that by-and-by he becomes pale and thin, and loses vivacity and color, and puzzles prudent mamma by falling into confirmed ill-health. Now we argue that nature is a safe teacher, and when a child feels hungry his stomach is crying for necessary food.

AMONG THE TEACHERS.

BY ONE OF THEM.

There has been a good deal of debate over the bomb-shell thrown into the schools by Mr. Fuller. Most teachers seem to think that when a woman marries, that should end her teaching—unless she becomes a widow. There are no small number of questions that need to be answered by an applicant, besides the ones that the genial Harrison (blessings on the good man, he never discourages how-

ever much he may perplex) puts to her. There should be inquiring as to health we think. For not long since a tall, slim girl, who had struggled for a place for a year and a half, was obliged to give up for want of strength to endure the bad air and nervous strain. There are few women teachers who are good for anything when time for dismissal comes. They never ventilate their rooms, being in a nervous state themselves and feeling chilly at the least temperature below 70 degrees. Hence they go home with headaches and never study up their work, or undertake to do anything to advance themselves beyond what they were when they were first appointed. I remember in a copy of the *JOURNAL* some months since, the Editor spoke of teachers pursuing a line of study. This seemed to me to be very important at the time. And on my return to duty I took up a study, History, and laid out a reading for two years. I am obliged to the Editor for the hints in that editorial. Now I could wish that there was an authority of some kind to overlook my work. I should be glad to join some society or club that would monthly at least direct my studies. I have divided my work into sections, and by the aid of a scholar in this branch have laid out a scheme of work. Under each head I have placed the names of authors, and when I shall have completed any reading, I shall feel much stronger, and I hope wiser.

But to those who do nothing of the sort, I feel like "telling a little story." A young Methodist minister boasted to an elderly one that he did not need to study upon a text; that he could preach *extempore* with perfect ease. The young man waxed eloquent over his abilities and seeing some evidences of incredulity, urged his hearer to come and witness his performance next sabbath. The invitation was accepted. The young clergyman opened his Bible and selected a text at random and preached away in quite a fluent manner. After the services were finished he was quite anxious to have the other minister express his opinion, which he seemed very loth to do. "How did it sound?" says he. "My dear brother you must pour into the bung—the barrel sounds empty." And so it no doubt seems to many a boy and girl in the school room, if they could only express their views as quaintly as did this good man.

DISCIPLINE.

"We are discovering that the idea of discipline inheres not in the nature of certain particular subjects, distinguishing them from all others which are non-disciplinary and merely utilitarian, but in the right method of teaching all subjects; and the question whether at any particular period or stage of progress a subject is to be used for purposes of mental discipline, depends not at all upon the question whether it belongs to one or the other of the two imaginary classes, the disciplinary and the non-disciplinary, but upon the quite different question, whether it is suited to the particular stage of the pupil's mental progress. If so, and if rightly taught, it will then be sure to be right discipline."

CULTURE OF TEACHERS OUTSIDE OF THEIR PROFESSIONAL WORK.

Teaching is as much of a business as any other occupation, and much more of a science than most. A careful attention to the principles which underlie it, and a study of the laws of mental growth of which it furnishes so many and varied illustrations, are certainly ennobling and expansive, and are in themselves a true culture. But here are two evils belonging to the profession, and they belong to the highest as well as the lowest positions: What is the remedy? Will the cure be found in the business itself or outside of it?

I think OUTSIDE. I hold that a teacher may legitimately follow the business of teaching, as a merchant or banker follows his business. The teacher should do the work of the school-room as the merchant does his work, and as conscientiously and faithfully, and as cheerfully in one grade as another. Do it as a business, and not rely on the school for culture; but along with the school-work keep up some systematic, outside effort. The merchant or banker who devotes his entire energies, time, and thought, to the details of his business, sinks the man in the business, and so will the teacher.

The Principals and Vice-Principals of this city are forming a Life Assurance Association, and held a meeting at G. S. 47, on Thursday, Oct. 19th, for the purpose of adopting by-laws, admitting new members, payment of assessments, and election of officers for the ensuing year.

The association starts with the membership of about fifty principals and is organized on the following basis:—

1st. Membership is confined to Principals and Vice-Principals of the New York Schools.

2nd. Benefits in case of death will be \$10 taken as many times as there are members; but not to exceed \$2,000.

3rd. Assessment of \$10, payable in advance, with an initiation fee of \$1 on joining.

All are cordially invited to attend the meeting and present their names for membership. Those unable to attend, and desirous of joining will please send for a blank and fill it out and mail to the Secretary. JNO. M. FORBES is President, and GEO. H. ALBRO, Secretary.

INTELLIGENT TEACHERS.

Not least among the many essentials in the make up of a progressive teacher, is a good fund of general information. Twenty years ago, in our pioneer days, very moderate intelligence sufficed a common school teacher. If he had the rudiments of "reading," "writing" and "figgerin'," and plenty of sledge-hammer muscle, he was eminently qualified to instruct the hardy young pioneers who congregated in the primeval log school house during the winter months.

But these days are rapidly passing away. The log school house has entirely disappeared in many parts of our State, and the old-time pedagogue who worked on the farm in summer, and presided over the destinies of the "district school" in winter, is also vanishing from the scene. We do not underestimate the labors of these hard pioneers, they have nobly served their time, and must now make way for a more intelligent and scholarly class of teachers.

Our schools have made greater progress during the last decade than some suppose; and many who were considered good teachers twenty years ago, were far below the standard required by a third grade certificate of the present day; and I have now in my mind a certain town superintendent who informed a teacher, when he was examining, that there were "FIVE PARTS OF SPEECH, THREE ACTIVE AND TWO PASSIVE." We smile at such ignorance, but it serves to show how much we have advanced. While our teachers of to-day are far in advance of their predecessors, yet many of them are behind the times in many respects. They may be well posted in arithmetic, grammar, and other branches on which they are examined, yet many are fearfully ignorant upon general subjects, because they do not read. To be a successful teacher now-a-days, one must keep up with the times, and be wide awake to all that transpires around him. He may study and pore over text-books, and master their contents, but an important part of his practical knowledge must be derived from newspapers and current literature. He should keep posted in the great events that are constantly agitating the world, that he

may be able to lead his pupils to take an interest in them, and read for themselves. Every teacher should be a subscriber to one or more good newspapers; not a subscriber only, but a reader also. Teachers must consult taste and means in the selection of their reading matter. In this age of cheap literature, no one need want for books or papers; but let them be pure and elevating and not trash.

In the first place, every teacher should read an educational journal. In it he will find much information which he cannot well afford to do without; then he must take a good general newspaper, of which there is an almost endless number; and, if he can afford it, he should take at least one of our literary monthlies, such as *Harper's*, *Scribner's* or the *Atlantic*. The cost of the outfit is but small, and many of our teachers who are so illiterate upon general topics will be amply repaid for the outlay, in the increased amount of useful information they will derive, benefiting them for more faithfully performing the important duty of instructing the young.—*Wisconsin Journal of Education*.

PROPORTIONS OF THE HUMAN FIGURE.

The natural height of the human figure is eight heads; and in deciding the measurements of its various parts, the head is always taken as the standard of proportion.

In studying the arrangement of the parts, we find the gradation so essential to harmony, carefully preserved. The body is longer than the thigh, and the thigh is longer than the leg. The arm is longer than the forearm, and the forearm is longer than the hand.

The proportions peculiar to the sexes seldom receive that careful attention that is necessary to the truth of imitation. Every figure is decidedly marked in its proportions. These, in the first place distinguish sex; and in the next, individuals.

This difference should be noticed, first, in the proportions of the face marking sex. The peculiarity, on this point, is the position of the eyes in relation to the line dividing the length of the head and face in two equal parts. As a general rule, the eyes in the male head stand directly on this line. Those of the female are set a little below it.

The effect of these different divisions is truly characteristic. In the one, it is expressive of manly confidence and courage. In the other, of feminine delicacy and timidity. The variations upon this rule of proportion, occasioned by the combination of temperaments, are as numerous as the human race, and afford an inexhaustible subject of study.

The difference in the breadth of the shoulders and hips is a more prominent mark of proportion. In the male figure the hips are narrowest and the shoulders the broadest. The collar bone also is more straight in form, which makes a square shoulder, and gives a more powerful fulcrum to the arm. Being more curved in the female, she gains in grace of form what she loses in physical strength.

In both sexes the arm bears the same proportion to the head. In the forearm there is a marked difference, it being, in the female, a nose shorter than the male. Nothing is more common in the drawing of the figure than inattention to the true proportions of the arm and forearm.

The head is as long as the face, that is, from the bottom of the chin to the roots of the hair. The foot is as long as the head.

In the progress of development, the hands and the feet are the first part of the figure to attain their full size. Then they look out of proportion. In judging proportion, no figure should be taken as a standard that is not fully developed.

MARRIED WOMEN AS TEACHERS

Commissioner Fuller, of the Board of Education, undertakes to settle the woman question in at least one direction; he proposes to employ no women teachers. He gives his reason; "Many female teachers would be prevented from making hasty and ill-advised marriages, as they rely upon obtaining a position in the schools, should their husbands fail to support them." It is very kind in Commissioner Fuller; to interfere to prevent hasty and ill-advised marriages among school teachers. But why limit his rule to the women? Why not decline to appoint unmarried male teachers, for the reason that they "would be prevented from making hasty and ill-advised marriages," because the teacher would necessarily look for a remarkable good wife before making such a fearful sacrifice? But we object to Mr. Fuller's proposition; for, don't you see, the tendency is to make the female teachers seek rich husbands, and vice versa? On the whole, we think the Board of Education will do well to let the marriage question alone, and get the best teacher wherever it can, whether her husband is a Bluebeard or his wife a Xantippe.—*Christian at Work.*

TO OUR CENTENNIAL FRIENDS.

Those who are coming from the West to the Exhibition, or returning home, must not fail to take the day-boat on the Hudson.—Even at this late season it is delightful travelling by these river steamers. There are fires in the cabins, and the outer decks afford abundant shelter from the wind, should there be any. The varied colors of October add much to the lovely scenery on this beautiful river, and when one can travel back and forth with all the comforts of our own parlor at home, it is truly a luxury. We of the city are so accustomed to these elegant conveyances, that we do not talk as much as we should about them. But surely one of the great features in coming to the East, and a bright link uniting the gorgeous sights at the Exhibition, is this passing by day-boat on our American Rhine. We hope not one pilgrim homeward bound will fail to accept the hospitality of the Day-boat Line. The "Daniel Drew" and "C. Vibbard" have won a national reputation for their fast time and elegant quarters. As manager of the ticket department, Dr. Welch has won hosts of friends among the travelling public by his genial spirit of accommodation and endeavor.

MICROSCOPIC INGENUITY.

From the earliest times down to the present day, many examples of minute mechanism have appeared, interesting from the patient ingenuity displayed in their production. We propose to give our readers an account of one or two of the most curious of these tiny pieces of handiwork. In the year 1578, Mark Scalliot, a blacksmith of London, made "for exhibition and trial of skill one lock of iron, steel and brass of eleven several pieces and a pipe key, all clean wrought, which weighed but one grain of gold." He also made a chain of gold of forty-three links, to which he fastened the above-named articles, and put them round the neck of a flea, the insect thus becoming harnessed. As the chain, lock and key weighed but one grain and a half, the flea drew them with ease; a proof that if the locksmith's hands were large and sinewy, they must have had the delicate touch of a watch-maker's.

A beautiful piece of mechanism constructed by M. Camus probably stood out prominently in the collection of Louis the Great's childhood. Described by the inventor:—"It consisted of a coach drawn by two horses, in which was the figure of a lady with a footman and page behind. This coach being placed at the extremity of a table of a determinate

size, the coachman smacked his whip, and the horses immediately set out, moving their legs in a natural manner. When the carriage reached the edge of the table, it turned on a right angle, and proceeded along the edge. When it arrived opposite to the place where the king was seated, it stopped; and the page getting down, opened the door, upon which the lady alighted, having in her hand a petition, which she presented with a courtesy. After waiting some time, she again courtesied and re-entered the carriage; the page then resumed his place; the coachman whipped his horses, which began to move; and the footman, running after the carriage, jumped up behind, and it drove on."

The following are from a list of "miracles of art" exhibited in London in the year 1745:—"The little furniture of a drawing-room, consisting of a dining table, with two figures seated as if at dinner; footman waiting; a card-table which opens with drawer in it; frame and casters; looking-glass; two dozen of dishes; twenty dozen of plates; thirty dozen of spoons, and twelve skeleton-back chairs with claw feet. All the above particulars are contained in a cherry-stone. A landau which opens and shuts by springs, hanging on braces, with four persons sitting therein. A crane-neck carriage, the wheels turning on their axles; a coachman's box &c., of ivory; together with six horses and their furniture; a coachman on the box, a dog between his legs, the reins in one hand, and whip in the other; the footman behind, and a position on the leading horses in their proper liveries—all so minute as to be drawn by a flea; which performs all the offices of a large chaise, as running of the wheels, locking, &c., weighing but one grain. A flea, chained by a chain of two hundred links, with a padlock and key, weighing but one-third of a grain. And a pair of steel scissors so minute that six pair may be wrapped up in the wings of a fly; the said scissors cut a large horse-hair."

The *Plymouth Gazette* of 1828 contained an account of a miniature cannon, which is thus described: It is complete in all respects, having a bore and a touch-hole; the gun is made of steel, the carriage of gold and the wheels of silver; and the whole weighs only the twenty-ninth part of a grain. The workmanship is very beautiful, but cannot be distinguished except through a powerful magnifying glass; the size of this warlike engine being only that of a common pin's head. That surely was a curiosity that might have made Mr. Sam Weller's fortune, had he taken out a patent for his "double million magnifying gas microscopes of hextra power."

There have been some curious toys in which fleas have been the performers. In 1820 a man exhibited in London two fleas, one drawing a kind of car, and the other a lock and chain, with the greatest ease. In Nottingham, also in the same year, there were two fleas shown which had gold chains placed round their necks, the very Lord Mayor of fleas. One of them drew a carved cherry-stone, and the other a silver cannon. We should also mention the case of a flea at Augsburg that drew a chain of steel made with links so fine that "though it be nearly a span long the flea will lift it up when he leaps." A London representative of the sharp fraternity drew a four-wheel carriage on springs, with four persons inside, the coachman on the box, and a footman behind, "all proper," as the language of heraldry hath it. Another flea is recorded to have given some evidence of civilization by working the bucket of a well; thus undergoing a species of hard labor for so often disturb-

ing the peace of a sleeping martyr. Some of these vampires furnished with golden saddles and bridles, have carried little effigies of Bonaparte and his aides-de-camp.—*Chambers' Journal.*

Thus a certain wise man replied to one who said, "Such and such thoughts have come into my mind," by saying, "Let them go again." And another wise oracle said, "Thou canst not prevent the birds from flying about thy head, but canst prevent their building their nests in thy hair."—*Martin Luther.*

THE SAWDUST BUSINESS.

There are about seventy-five men in New York engaged entirely in the sawdust business who employ about 100 wagons. These men do nothing else, and it is probable that they average the sale of 100 barrels of dust every day. New York consumes on an average 7,500 barrels of sawdust daily.

Sawdust is used extensively by the great wholesale dealers in lard and butter for packing their goods that are to be shipped. It is in great demand in torpedo factories, in furnishing the filling in the manufacturing of dolls, and in making the patent asbestos walls. It is well known that ninety-five per cent. of the stores in Broadway use it in sweeping their floors, and in drinking saloons and in many eating houses it is almost universally employed. In smoke houses it is superior to all other fuel for curing purposes, and nearly all the smoked hams and beef and sausages that we see in the markets have come from the thick, heavy fumes of sawdust fire. Sawdust never burns with flame, and even that of the resinous Georgia pitch pine does not take flame. It smoulders and makes a great heavy smoke. Sometimes the sawdust is mixed with oak wood in the smoke house. The dust of Georgia pitch pine is in greater demand in underground saloons and in other subterranean quarters than the dust of any other wood. The reason of this is, that in those damp and unhealthy places foul gases are constantly generated, and if something were not used to counteract them the apartment would become uninhabitable. The odor of the pine neutralizes these gases; and more than that it is an excellent oil for the lungs, oftentimes preventing the taking and aiding in the cure of colds. There is a patent sawdust that is preferred by some customers and discarded by others. It is obtained by sifting the coarse, heavy chippings that pass out with the shavings from planing mills. This so-called sawdust is used mostly for packing purposes.

The business is liveliest from Jan. 1 to July 10, and after that date sawdust is more or less a drug in the market until after Dec. 10. The explanation of this is that the markets are closed at noon every day, and then, too, the weather is drier most of the time than at other seasons; again, all business is usually dull during a part at least of that period.

The sawdust dealer procures his supply entirely from the sawing and planing mills. He is bound by a strict contract that compels him to take all the dust that is made every day. In case of failure to comply with these terms by the dealer, the proprietor of the mill is at liberty to break the contract. On the other hand the latter guarantees to the sawdust merchant that to no other person shall any of the dust of the mill be sold.

The prices of sawdust when it is sold at retail vary considerably according to the

difficulty of delivery, and the amount that is taken in the course of the year. The price for the markets is 25 cents a barrel, and this is the lowest figure at which it is sold. Where they sell only a barrel or two a month, and are compelled to deliver the dust up or down several flights of stairs, they charge as high as 40 to 50 cents.

Sawdust is used for bedding horses in box stalls, as it cannot be kicked up in heaps like lighter materials. The dust of rosewood is used for cleaning fur, and is worth from 75 cents to \$1.50 a bushel. The coarser dust goes to the floors of cattle cars; it is sprinkled upon carpets and floors in dry goods stores to keep dust from spreading over the room; it is used in all hotels for various purposes. White wood dust is used by jewellers for packing their wares. Fine hard wood dust, especially that of black walnut, is employed in brass foundries for cleaning purposes, in bird stores for lining the bottoms of cages. It is also used in padding out thin legs of actors and ballet dancers.

BATTLE OF THE ANTS.

Huber thus describes, in Homeric style, that burlesque of human warfare, a battle of ants: Figure to yourself two cities equal in size and population, and situated about a hundred paces from each other; observe their countless numbers, equal to the population of two mighty empires. The whole space which separates them, for the breadth of the twenty-four inches, appears alive with prodigious crowds of their inhabitants. Thousands of champions, mounted on more elevated spots, engage in single combat, and seize each other with their powerful jaws; a still greater number are engaged, on both sides, in taking prisoners, who make vain efforts to escape, conscious of the cruel fate which awaits them when arrived at the hostile formicary. The spot where the battle most rages is about two or three square feet in dimensions; a penetrating odor exhales on all sides; numbers of ants are here lying dead, covered with venom; others, composing groups and chains, are hooked together by their legs or jaws, and drag each other alternately in contrary directions. These groups are formed gradually. At first, a pair of combatants seize each other, and rearing upon their hind legs, mutually spurt their acid; then, closing, they fall and wrestle in the dust. Again, recovering their feet, each endeavors to drag off his antagonist; if their strength be equal, they remain immovable till the arrival of a third gives one the advantage. Both, however, are often succored at the same time, and the battle still continues undecided; others take part on each side, till chains are formed of six, eight, or sometimes, ten, all hooked together, and struggling pertinaciously for the mastery; the equilibrium remains unbroken till a number of champions of the same hive, arriving at once, compel them to let go their hold, and the single combatants recommence. At the approach of thing each party gradually retreats to its own city; but before the following dawn the combat is renewed with redoubled fury, and occupies a greater extent of ground. These daily fights continue till, violent rains separating the combatants they forget their quarrel, and peace is restored.

The most profound writer of the Western editor who mentions the comment:—"The has saved a million dollars killed an Indian in New York."

AN ANECDOTE OF EARLY TELEGRAPHIC DAYS.

Years ago, when the electric telegraph was new, and a mystery to the masses, there came trouble one Saturday night in the Bank of England. The business of the day had been closed, and the balance was not right. There was a deficit of just £100. Had it been a hundred thousand or a million there could not have been greater commotion. It was not the money, but the error, that must be found. For some of those clerks there could be no sleep until the loop had been taken up. All that night, and all Sunday, a squad of clerks was busy. It seemed as if the Old Lady of Threadneedle street would go crazy over that £100. It was surely gone from the vaults, but no pen-mark told where. Meantime a young clerk, on the Sunday evening, wending his way homeward, fell to thinking of his busy companions at the bank, and suddenly a suspicion of the truth flashed across his mind. On the following morning he hurried to his post of duty, and told the chief what he suspected. The mistake might have occurred in packing for the West Indies some boxes of specie which had been sent to Southampton for shipment.

The chief acted upon the suggestion. Here was an opportunity to test the powers of the telegraph—lightning against steam, and steam with eight-and-forty hours the start. Very soon the telegraph asked a man in Southampton:

"Has the ship Mercator sailed?"

The answer came back, "Just weighing anchor."

"Stop her, in the Queen's name!" flashed back the lightning.

"She is stopped," was returned.

"Have on deck certain boxes (marks given), weigh them carefully, and let me know the result," telegraphed the chief.

The thing was done, and one box was found to be somewhere about one pound and ten ounces avoirdupois heavier than its mates—just the weight of a hundred golden sovereigns!

"All right—let the ship go."

The West India house was debited with the £100, and the Old Lady of Threadneedle Street was happy. She had proved the electric telegraph to be a great thing.

STRANGE THINGS HAVE HAPPENED.

In the days when Millard Fillmore was winning a slender income as a quiet industrious lawyer in the village of Aurora, N. Y., one of his few relaxations was to sit before his office of a Summer evening, in the midst of a group of villagers, smoking his pipe, and relating and listening to anecdotes and gossip. Once, during a lull in the talk, Mr. Johnson, one of his students, said suddenly, "Mr. Fillmore, why don't you get into Congress, and procure, by your influence, profitable positions for Hall," (another student, and afterward cabinet officer) "and me?" The oddity of the question excited a general laugh for Mr. Fillmore, though a member of the Assembly, was still only a village lawyer and country surveyor. But the phlegmatic Fillmore only took his pipe from his mouth and said, oracularly, "Strange things than that have happened, Mr. Johnson."

Every one eats and drinks, but few distinguish the flavor.—Confucius.

The habit of exaggeration, like dram-drinking, becomes a slavish necessity, and they who practice it pass their lives in a kind of mental telescope, through whose magnifying medium they look upon themselves and everything around them.—J. B. Ossa.

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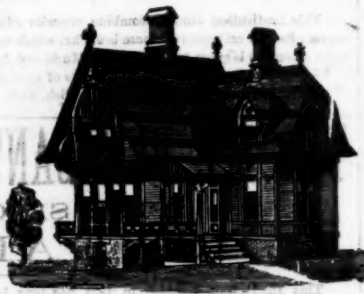
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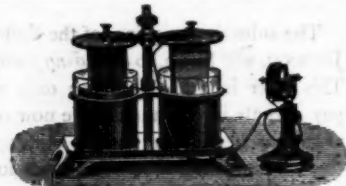
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The columns of the *JOURNAL* are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

A serious want in this city is an evening High School for girls. A beneficent as well as a most useful educational work could thus be accomplished.

There is an evident improvement in the ventilation of the school-rooms. A good deal could be accomplished by requiring the teachers to report daily their attention to this matter. Fresh air is more important than to know the square miles in Austria.

Prof. J. Dorman Steele delivered one of his interesting lectures on the Schools of Germany, at Warsaw, N. Y., before the pupils of the Academy. The people were delighted with the earnest, genial style of Dr. Steele, and profited by the information he communicated.

CHILDREN AT HOME.

Darkness is a temptation to evil; and to suffer young men and boys to be absent from the family hearth, when the light of the day does not restrain them from misconduct, is really training them to it, and producing incalculable mischief and ruin. Most of the riots, disturbances and crimes, are the result of allowing boys to run in the street after night-fall. In the home something more is necessary than the mere command, and parents should endeavor by their own examples, to fix the habit of spending the hours of darkness with the family, for if heads of households cannot experience the truth of the assertion that "there is no place like home," how can they expect their offspring to be domestic?

Evening recreation and employment in the family circle are infinitely more agreeable and pleasant than any amusement or dissipation abroad; and honorable and learned men are the products of the one, while miserable and dissipated specimens of the human race are the results of the other. Let home be made

pleasant, and let some inducements be offered to the boys at their homes, and a more exalted and creditable class of citizens will be generated.

DEMAND AND SUPPLY.

Teachers who are of the rank and file can never say too much as to the poor consideration bestowed upon their services. With some, these complaints have become indeed chronic. They are uttered so often that the teacher can talk of nothing else. If there were no other criticism to be passed on this fault-finding, the hearer might well retort, in the language of an ex-commissioner of education now on his way home from Spain, "What are you going to do about it?" Still, the complaints are made by each generation of teachers, and perhaps will be for some time to come.

The cause of this poor consideration is evidently the cheap rate at which the teacher's services are rated. All the volumes, all the discourses in the world, will not move people to pay in money (they may in moral esteem) more than a thing can be bought for in the market. Now, teachers (commercially speaking) are cheap; the market is overstocked; prices are down.

Look at the real state of the case.—Every college, every grammar school, every academy, every private institution pours forth annually a large number of young men and women who have no special business on hand at present, and they determine to teach for a time: hence they are not particular about the price, and will even under-bid than lose a place. There is not a post in the schools of this great city of New York that ten persons can not be found anxious to project themselves into as soon as a vacancy occurs. Every ward has a long list of applicants. No teacher is missed for a moment as far as the mere supplying her place is concerned. This being the case the question arises, What can be done to remedy the matter?

Plainly, there are but two ways: either more schools must be created, or fewer young persons must apply for places.—But schools depend on pupils and hence there is little likelihood that they will increase. Nor is there any way to cause a falling off in the applicants for places as teachers, except in accomplishing what the teachers should long ago have undertaken; namely, to raise the standard of scholarship and skill in teaching among the teachers.

President Hunter, in a most valuable article, lately appearing in the *SCHOOL JOURNAL*, set forth this fact in clear and forcible language. It lies as a cornerstone in the edifice to be erected. Let the teachers understand the Science and Art of Teaching; let the public understand there is such a thing as a Science and Art in the teacher's work and it will employ smatterers no longer. This is what the professions of medicine and theology have already done, and it is what the teachers must do.

So long as the public think that teaching is nothing new than passing along the knowledge of reading, arithmetic,

and grammar the young man or woman has just acquired, so long it will ask for nothing more. So long as the teachers acquire and use only this stock in trade, so long will they be looked upon as day laborers. The fault is not in the public mind; teachers are not underrated.—When teachers are required to know more than the elements of arithmetic, etc., their calling will demand and receive more respect—and more pay:—and not till then.

New York City.

Miss Coe has been invited to address the Teachers of the Model School at Trenton, N. J. Also to meet the teachers of the Ringold Grammar School, in Philadelphia, 56 in number, on the 20th inst, to give instruction on Primary Teaching. Her material for Kindergarten has been adopted not only in Philadelphia but in many schools in the country. She received the highest award for "work and material" at the Centennial, where it will be remembered she erected a building at her own expense.

GRAMMAR SCHOOL No. 34

A fire broke out Tuesday afternoon on the stairway in the Boys' Department of this building, and was discovered by Mrs. Godney during recess. The fire was quickly extinguished with the aid of axes and a bucket of water. Several rumors prevailed; at one time that a child was hurt, at another that one of the boys had started the fire in order to make a holiday; both are entirely groundless. The teachers assembled the pupils after the noise had subsided and dismissed them to their homes. The loss will be slight.

EVENING SCHOOL No. 29.

This school is suffering from two causes that prevent the full attendance it will have in a later part of the season—the Presidential election and the Fair at the large Catholic church in Vesey st. The streets being full of processions, the First Ward sympathizes with all these things, and hence the boys are out of doors. Mr. Thos. S. O'Brien the principal, is drawing the boys of this part of the town towards the school, however, and every night witnesses some new pupils. The first class is a fine collection of boys and is well instructed by Mr. J. A. Eisenlord, the second under Mr. Cook. Misses Neligan and Foley continue their interesting and useful work with the same classes as last year. An interesting class is under the charge of Mr. James O'Brien. These are men, several of them fathers of families; they manifest great interest in learning to write and cipher. Miss Mahoney has a class that promises well.

PRIMARY SCHOOL NO. 37.

This school opened very pleasantly on the morning of the 16th. The principal, Miss Dunican, was formerly the efficient Principal of No. 38 for eleven years. She is greatly valued, and no one can see the attention she gives to her pupils without feeling that here is one teacher who is devoted to her profession. The pupils are daily increasing in numbers. The faces of the young children are very good; they are being daily softened and improved evidently. The work done in the class rooms is intelligently done, and the pupils generally enlisted in sympathy with their teachers. As to attendance—on a list of 116, we find a daily attendance of 114. This certainly shows the teachers interested in the presence of the pupil. Since the Fall opening, Supts. Kiddle and Jones have both visited the school; General Thos. D. Johns visits here frequently; the visitors' list is well filled up.

GRAMMAR SCHOOL NO. 44.

The Female department is presided over by Miss Ebbetts, who, though having been long at this post, is full of her old time earnestness. She takes a deep interest in education and understands it, too. While many are satisfied to see that these pupils learn arithmetic, geography and the other school studies, she takes pride in educating by means of these as suitable agents. It is, indeed, refreshing to hear the expression of just views on a subject that seems almost the only one that interests her. To live, with her, is to benefit young people in the highest and best manner. The order of the pupils and the cordial assistance rendered by her associate teachers will strike any one who visits the department. All of these qualities seem to be reflected in the pupils, and they perform their tasks with earnestness and fidelity.

The visitor is struck with the improvements made during the vacation. The desks have been scraped and replenished, and the walls painted, and the whole exterior is much modernized. In the Male department, the lack of suitable accommodations is keenly felt. The Principal, Mr. Samuel Morehouse, arrives early at his work each day, and allows the boys to gather in the main room for study and needful help. By his assiduity, many boys who would have proved incorrigible truants have been interested in their studies. The boys here seem to have an unusual amount of steam, and apply it to study or play as the case may be.

The visitors' list shows the constant attendance of Messrs. King, Ham, Huser, Leggett, and Harding, the Trustees of the ward. Also the names of Supt. Jones and Schem. Truant-agent Church came in with a boy who had been absent several half-days. He is doing a good work.

EVENING SCHOOL No. 1.

This building has been greatly improved during the vacation. The Trustees deserve great praise for the bright, cheerful appearance of the rooms—done, we learn, at a small expense. The attendance is becoming quite large. It is plain that Mr. McNary is exerting a powerful influence on the boys of this ward. The number on the evening of the 16th was about 490, we think. A visit to the classes showed excellent order and attention in nearly every instance. Mr. King, who was so efficient in No. 29 last year, has a fine class, and Mr. Harmon, of G. S. 19, is doing, in this fifth year of his labor here, a work that will delight any one to witness; earnestness, obedience, and desire to oblige the teacher being apparent at a glance. Mr. McNary is a man of remarkable ability.—There are no small number of teachers who have no principles whatever to guide their teaching; they may possibly have an art. There are those, again, who have principles, but when they are uttered it is plain that they are not put in practice. They are theorists. No man is fit to teach who does not have a clear view of the principles of this noble, yes divine act. And yet the profession is full of such. Mr. McNary believes that education means a drawing out or development of the intellectual and moral powers. No ward presents more obstacle to the carrying out of a theory than the down town wards; if the theory was wrong it would be quickly apparent; and even if it were not properly carried out, results would be wanting. For instance, take order, or, as some miscall it discipline. Now, as the schools are mostly managed, order is maintained by forcing on the pupil, a set of rigid rules as to his walking and sitting. Mr. McNary has little or nothing to say about these things. He lets them sit and walk to suit themselves. He invites the boys to do those things that they think are the best, calling attention in a vigorous way to the mean appearance offered by those who walk or sit in ungainly ways.—

The effect of this is that the lads are on the lookout for themselves. We have instanced this point because teachers fall more in carrying out their theories in respect to order than in anything else.

Mr. McNary, having charge of the school held here daily, was lately visited by Francis J. Holland, an eminent author of London, (England,) in company with President Wood. In the visitor's book we find, he says, as follows:

"Visited the three schools in this building, and am very much struck with the perfection to which discipline and quietness have been carried. So far as I know, we have nothing in England which would favorably compare with it. Of the teaching, I have seen too little to form an opinion."

The visitor's book shows that since September, Pres. Wood has been here twice; Com. Klamroth four times; the French Commissioner and Supt. Jones once. Besides, there is a constant attendance of the Trustees.

The Board of Education.

The Commissioners met Oct. 19.

Present. Messrs. BEARDSLEE, BAKER, POWD, FULLER, GOULDING, HALSTED, HAZELTINE, KLAMROTH, KAKE, TRAUD, PLACE, WILKINS, WOOD, WETMORE, WALKER WEST.

Absent. Messrs. CAYLUS, KELLY, MATTHEWSON, VERMILYE, SCHELL, COMMUNICATIONS

From the 13th Ward to appoint Miss J. A. Clark, Vice-Principal of Branch P.; D. No. 4, at a salary of \$1,000; from No. 19 nominating Miss Cozans in evening school in 57th street; also Charles Hauschel and A. J. Davies as music teachers, also for new furniture for class-rooms in G. S. 27, and P. D. G. S. No. 53; from the 23d for additional teachers; also for a male Vice-Principal for G. S. No. 60.

CITY SUPERINTENDENT'S REPORTS.

The Corporate Schools (except House of Refuge) 45 in number have been visited. They are connected with the following Institutions: New York Orphan Asylum, Protestant Half Orphan Asylum, Leake Watts Orphan Asylum, Colored Orphan Asylum, Roman Catholic Orphan Asylum, Female Guardian Society, having 11 schools under its control, Ladies' Home Missionary Society, Five Point's House of Industry, N. Y. Juvenile Asylum, Children's Aid Society, having 20 Schools under its control, Society for Relief of Ruptured and Crippled, The Nursery and Child's Hospital is on the list of Corporate Schools but has no school in the country.

Very favorable reports have been received from the examining officers in regard to the management, instruction and discipline of these schools; and no violation is reported to the provision of law in regard to sectarian teaching. The greater part of the text-books used are those used in the Grammar and Primary schools.

The whole number of teachers employed 301
" " pupils on register 13,110
" " in attendance 9,638

THE EVENING SCHOOLS.

The returns show an average attendance for the first week - 9,714
" second " - 9,918
whole number of Class teachers - 303
" " " inefficient 5
" " " excellent 247
" " " good 51
" " " fair 5

DAY SCHOOLS.

Total number of pupils enrolled - 113,670
Average attendance - 101,992
Increase over last September - 1,235
Number refused admission - 3,441
" " 19th Ward 1,323
" " 22nd " 291

HENRY KIDDLE, City Supt.

At this point the President invited Mr. Ch. M. Limousin, of the Dept. Public Instruction of France to a seat on the floor.

Mr. S. Cohen sent in a communication referring to the courage and presence of mind exhibited by Miss Martin, Principal of P. D. G. S. No. 27, in her efforts to stop the escaping steam (referred to elsewhere in the JOURNAL).

Commissioner Klamroth moved a resolution of recognition of the courage, presence of mind, and fortitude exhibited by Miss Martin on that occasion. Adopted.

[The decision of the Court of Appeals on

the corporate control and disbursement of school money was received.

Francis Hieden sent in a letter asking for employment—having been in the school on Randal's Island which is now closed.

Mrs. M. J. C. O'Brien asks to be appointed to teach elocution in the Normal College.

Miss Annie M. Hoffman applies to have her salary increased. She is Principal of Female Department of G. S. 69, and finds her salary is only \$1,200—\$120 less than she received as an assistant teacher!

(The By-Laws do not seem to cover the case of a new school. The amendment proposed by the Committee on By-Laws will probably rectify an oversight, that cannot be agreeable to Miss Hoffman).

G. Tieman & Co. stating that the medals awarded at Santiago, Chili, had been received by them were ready to be delivered. (The President stated that these were to be seen in his office).

H. W. Ellsworth asks to have his Steps of Bookkeeping added to List of Supplies.

REPORTS.

The Committee on By-Laws recommended the passing of the following resolutions. Resolved that in the judgment of the Board, no legislation is needed upon the subject referred to them (in respect to employment of married women) by resolution of Com. Fuller, the authority of the Ward Trustees being deemed sufficient. Signed by all the Committee.

The same Committee recommended the following amendment (page 141 Manual). The salaries of Principals and Vice-Principals of new schools during the remainder of the year ending Dec. 31, in which such schools are established, shall be paid according to the average attendance of scholars in each month, to be sworn or affirmed by the Principal of each school, and thereafter during the year following according to the average attendance of scholars for the time the school has been established in the previous year, unless otherwise ordered by this Board.

Also, to appoint Miss Margaret Merrington as Tutor in Latin. Adopted.

The Committee on Course of Study recommended placing Anderson's General History, in two parts, Ancient and Modern, on the list of supplies.

Also, to transfer classes from C. P. G. S. 44 to P. S. 11. Adopted.

The Committee on School Furniture asked for an appropriation of \$395 for piano for P. D. 19. Adopted.

The Committee on Course of Study sent in the list of supplies for 1877, and asked that the same be printed. Adopted.

RECOGNITION OF A TEACHER'S SERVICES.

The following resolution was offered by Com. Klamroth at the meeting of the Board of Education, on Wednesday:—"Resolved, That this Board appreciates and commends the brave conduct of Miss E. A. Martin, Principal of Primary Department of G. S. No. 27, in East Forty-second street, her presence of mind, good judgment, and prompt and energetic action, on the occasion of an alarm of fire in her department, on Oct. 5, 1876, by means of which a great calamity, and possibly the loss of many lives, was averted, and that the clerk of this Board be requested to transmit to Miss E. A. Martin, a copy of this resolution.

LETTERS.

DEAR SIR:

The discussion that has been going on in the JOURNAL lately has interested me greatly. I have been a school officer in the city and have had my attention turned to the question. Besides, I have been employing a large number of females, sometimes nearly a hundred. It has been a rule in our house never to employ married women. We have found that they lose their interest in their employment, are peevish, unaccommodating, and not so tractable as the unmarried. They are desirous of pleasing their husbands, no doubt, but they do not seem to desire to please others. I do not see any reason why the same rule observed in most large business houses should not prevail in the schools.

W.

MR. EDITOR:

The idea that has entered the head of one of your correspondents, that women can only teach young children, is too old fashioned to be seriously entertained. I must, however, say that very many of the young girls that are set to teach the boys and girls of our schools are wholly incompetent. After long service in teaching, I can look back over a large class of women, and can truly say that many of them have been the noblest and truest the world has ever seen. In spite of protest, I have had many forced upon me, who were utterly useless except to fill a place. And they knew it. I will add one other point. My sex can become good teachers; if women would study up education, they would succeed. When I see one who never tries to know more about education, to read educational papers and books, then I see one who is a poor teacher, married or unmarried.

VESTA.

EDITOR OF SCHOOL JOURNAL:

DEAR SIR:

I thank you for the many most valuable papers that appear in the SCHOOL JOURNAL. The two articles on "Primary Teaching" by Supt. Calkins were highly prized on account of their clearness and excellent good sense. The paper on "Teaching as a Fine Art," by Prof. Mears, was one of the noblest and most refreshing papers it has been my good fortune to read for many years. The address of President Hunter on "Normal Instruction," I was delighted with. His style is lucid and the thoughts large. I think the arguments he advances are unanswerable; we must have Normal training; we have reached a stage where that is the next necessity. I have handed the JOURNALS you kindly sent me to others, and some will subscribe, I have no doubt.

s. n. (St. Louis.)

DEAR SIR:

The discussion arising from Mr. Fuller's proposed exclusion of married women will perhaps serve a good purpose. I think the employment of so many women is bad for the schools. There are a great number of men who can do nothing so well as teach, and who should be so employed. In other words, take a thousand men and a thousand women; there will be more men who will have aptitude as teachers than women—I should say twice as many. Now in the case of Brooklyn, what has become of the young men of that city who might teach with skill?

Here is a fact beyond dispute. When a young man begins to teach, he begins to study up the science of education. He has books on the subject. He will take the SCHOOL JOURNAL. A young woman will spend her noon time in reading the Bazar, the Ligger or the Sun. Women are expecting to give up the business at any moment; they hope to get married. They, as a class have no love for the business.

VICE-PRINCIPAL.

MR. EDITOR:

Permit me, through your columns, to say a few words to one or two of your correspondents. R. S. V. P. states decidedly that there is nothing left to women who must earn their living but to vow celibacy. I should like to ask what a woman wants of a husband if she is going to earn her living? What a he to do, pray? She says her husband takes an interest in her work; it would be strange if he did not, when it is putting money in his own pocket. I have been trying to imagine just what kind of a man he can be, who, from the want of industry or enterprise on his part, or from motives of cupidity, will allow his wife to be self sustaining. It is a great pity that there is not a law permitting a man to have two wives, one who by teaching can support him, and the other to take charge of his children and household affairs.

The communication from "Portia" strikes me as being peculiarly selfish. To quote the words of Pres. Wood, she wants

cake and have it too. She says if she is to lose her situation, [she will not marry at present. I should advise her never to do so, if her intended husband is not man enough to support his wife after he gets her. She does not wish to give up a situation she has for several years toiled to get. Has she toiled harder than any of the large number of graduates who are waiting and have been waiting for appointments, and who have no husband, but, in many instances, have younger brothers and sisters whom they wish to care for? It is very frequently at no small sacrifice to herself and friends that a girl devotes twelve or more of the best years of her life to hard study, encouraged and strengthened only by the hope of attaining the object for which she strives. She cannot afford to hire her sewing done, but must steal the time for it from the much needed hours of rest and sleep. The lady wishes to be independent. A wife's position is never looked upon as one of dependence. If the husband is of the right sort he is not only willing but esteems it a privilege and a pleasure to care for her, and if he is not of the right sort she had better a thousand times vow celibacy.

I wish to say a few words in regard to the gentleman who signs himself "Old Bachelor." It was wholly unnecessary for him to do that, as it was a self evident fact throughout the entire article. It displayed a total ignorance not only of the subject he was treating, but of the female character, and was most thoroughly inconsistent from beginning to end. I hope he is prepared to prove his statements, for he may be called upon to do so. He asserts that every man has to support, on an average, five women. How about the hundreds of men in our city to-day who not only do not support even one woman, but cannot or do not so much as support themselves. And how many hard working, self sacrificing women there are who maintain not only themselves but their husbands and families.

Your correspondent seems to think the men have too much to do in the way of supporting the women, yet he is anxious to close up one of the few avenues by which woman can provide for herself. He being an old bachelor, I wonder how many women he supports.

The merits of your valuable JOURNAL have long been apparent to me. I did not, however, have to wait for a husband to suggest my taking it.

Oct. 12, 1876.

J. E. MURRAY.

October 10th, 1876.

EDITOR SCHOOL JOURNAL:

It would seem, in the discussion relating to the employment of married ladies as teachers, that while the claims of the aforesaid ladies are thoroughly considered, those of the children are very much, if not entirely ignored.

In all discussions affecting the interests of a school organization there are but two classes to consider;—the Teacher and the Scholar. In some schools, the writer remembers such a one, the scholars were looked upon as the only consideration of moment, while the comfort and well being of the teachers was a matter of such exceeding small concern, that to suggest, or to approach toward suggesting an improvement in any manner, is received very much with the same graciousness and acquiescence as would have been received, a few centuries ago, any suggestions towards ameliorating the condition of the Jews.

It is not probable that in any school, the teachers receive any more consideration, than is needful, but it is possible to grant privileges which may injure the children. And this is the case, when married ladies are employed as teachers. It is not a question of whether a man is a better teacher than a woman—or whether a married woman teaches better than one unmarried. The point to settle is, "Can a married teacher perform her duties as uninterruptedly as an unmarried

teacher, and with more benefit than injury to the children?"

Neither has the question any relation to what a man might do under like circumstances. Men are neither wives, housekeepers, mothers, nor nursemaids. A woman is all four, if she is the first.

Nor yet to what young lady might do; for she seldom has a duty which conflicts with her profession.

A man may be called out of school for a week or two, but seldom if ever longer, unless he himself is ill. The responsibility and care of sick children rests upon another pair of shoulders as able to bear them as his, and he can proceed with his work, without any unusual anxiety on these accounts.

A young lady in this respect, is almost always situated the same, and among teachers the majority have no home cares.

But the position of a married woman is another thing. She is likely to become a mother, and in such a case, she cannot lose less than three or four months, beside the frequent tardiness caused by the ill health which can in no wise be avoided. Say that she teaches for ten years; in that time she will have lost more than a year in positive and lengthened sums of absence, not to mention the tardiness and irregular attendance. She is liable to be kept at home a day here and there by the sudden illness to which little children are subject.

Think how the classes suffer by the transition from her hands to those of another, who can have but little ambition for or interest in a class, which she does not expect to retain the mechanical part to whose work will be done, but whose spirit is the spirit of one who cares not. Then the class passes back again. All who know anything about school affairs at all, know the injury inflicted on the children by a frequent change of teachers. A very little thought founded upon a little knowledge of school matters, will show, if one is candid, that the scholar is really more injured than benefited; while the teacher is peculiarly benefited.

It is unnecessary and out of place here, to enter into the great injury done a mother and her child. But that fact also exists and is of quite as much importance as any other, though not impinging on this line of argument.

In answer to the question "What then shall a married woman, a teacher do? We can only answer, the position of a teacher should be neither eleemosynary nor a sinecure. And further we can say that she shall not seek a temporary relief to the detriment of another.

A. E. C.

My object in writing is to express to you the very great pleasure THOMAS HUNTER's address has afforded. I see in it the *germs of genius* and the *prospect of a better day for all of us*. When *Teaching* is exalted to to an exact science, based upon the Science of the Human Mind, we shall have a system of teaching as far above our present haphazard method, as probably our present efforts and reachings are beyond the crude ideas of Centuries past.

Your No. of Sept. 30th has several good things. "A. J. Carlisle" has knocked on the head some of the *nonsense* that was in a former No. of your paper, so that there is nothing left of it.

A. M. L.

A LETTER FROM A DRAWING TEACHER.

MY DEAR SIR:

Having noticed an advertisement in your paper, of where drawing models of plaster could be bought, I went to see if I could find anything that I could use in my classes. Just out of Broadway, I found the store in Grand street. I confess to a feeling of awe and generation as I opened the door and stood face to face with so many departed worthies, white and cold and still. Just before me, as I entered, stood, or rather sat, Michael Angelo's "Moses," a beautiful work of art, and at the feet of the figure an Apollo Belvidere, rivaling all other faces in classic beauty.

Nine Venuses by great masters stood around, the Venus of the Capitol, Venus by Milo, Venus of the Bath, Venus by Arles, Venus by Thorwaldsen, Venus of Medici, Venus of the Vatican, Venus with Pigeons, Venus with Cupid, by Monti. These all bore the impression of their genuineness. The heads from the antique were many of them grand: Diana, Minerva, Ariadne, Achille, Bacchus, Mercury, Clytie, Paris, Flora, Hebe, and others. A good collection of busts of modern heroes also stood about, Washington, Franklin, Webster, Irving, Lincoln and Grant. But although I wanted to see and admire and find out the names of all these, I had come for business and my attention was all the time diverted by the smaller models hanging upon the walls, and there I found just the class of objects I have searched for in vain for years. Indeed, the proprietor, Mr. Casselvecchi, told me he had only made them about a year since, having procured proper models from France. These had only been imported heretofore for classes in this country, and their great cost prevented teachers owning their own models. I found here several varieties of leaves, with the delicate veins plainly discernible, and a stem of Lemons and leaves, and Plums and leaves, and Strawberries and leaves, also cherries and Grapes. Being raised almost entirely from the flat, the shades and cast shadows were very fine. The vases, balls, cones and octagons are all good, and the fractions of the human body, both for children and adults, was excellent. For those who admire and sketch animals I noticed a large collection, small and large.

My hour of leisure was gone before I was aware, but I had found what I sought, and was well rewarded for my time and trouble.

BOOK NOTICES.

LEE & SHEPARD publish Ah-Chin-Lee's book—entitled "On the Civilization of the Western Barbarians." Also the "Life of Rubens" by Geo. H. Calvert.

L. PRANG & Co. publish the "Theory of Colors in relation to Art Industry" by Dr. Wilhelm von Bezold.

A. S. BARNES & Co. publish a new series of French and German Elementary textbooks.

J. R. OSGOOD & Co. publish more of the "Vest Pocket" series—"Rab" and "Marjorie Fleming."

G. P. PUTNAM & SONS have now ready a new series of school histories.

The *Record of the Year*, Frank Moore's new magazine, which Carleton publishes, has completed its first volume with the issue of its sixth (September) number. It has been steadily good, and its diaries and selections are very well worth binding up, especially as they are furnished with an elaborate index.

J. B. LIPPINCOTT & Co. are now carrying forward the supplementary series of "Ancient Classics for English Readers." The last issue is *Ovid*, by Rev. Alfred Church. The book is prepared on the familiar plan of the old series and contains all information needed about the old Roman satirist's life, together with material for acquiring a good idea of his works.

In the November Number of the INTERNATIONAL REVIEW, EDWARD A. FREEMAN, justly regarded as one of the ablest of living historians, discusses "The Origin of Parliamentary Representation in England."

There is also an interesting review of "The Life and Works of Mr. Philip Gilbert Hamerton," who divides with Ruskin the honor of the foremost position among the Art Critics of the world, and whose regular contributions are a prominent feature in each number of the INTERNATIONAL.

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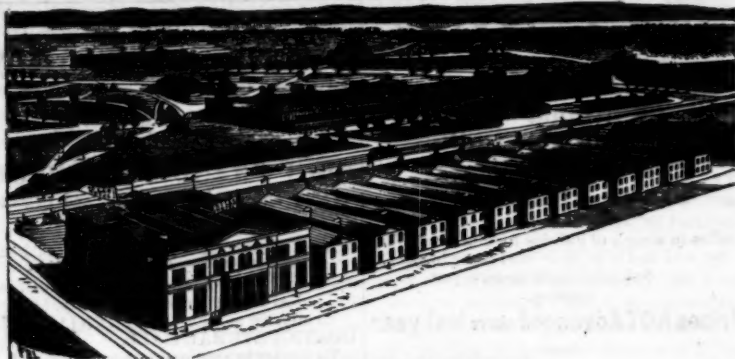
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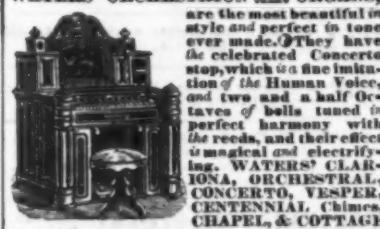
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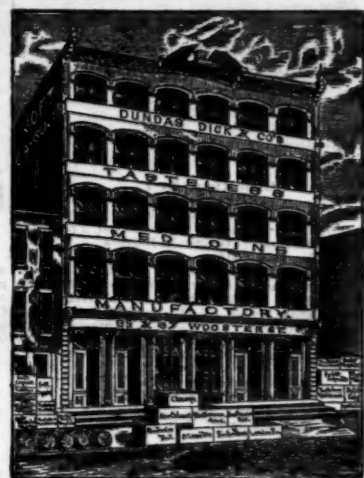
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